about the possible negative influence of the storyteller on children were expressed in ancient Greece. With the advent of radio broadcasting, the amount and intensity of criticism and concern reached a new height:

> The popularity of this new pastime (radio) among children has increased rapidly. This new invader of privacy of the home has brought many a disturbing influence in its wake. Parents have become aware of a puzzling change in the behavior of their children. They are bewildered by a host of new problems, and find themselves unprepared, frightened, resentful, helpless. (cited in Abelman & Ross, 1986, p. 3).

It seems as if more knowledge complicates the efforts in determining and defining the effects that media, and in the case of this paper, television has on children.

Purpose of Study

The purpose of this study is to assess the extent to which different definitions of *educational and informational* programming emerge among several populations: children, teachers and educational administrators. Further, with support from the literature, this study will broaden the interpretation of what can be labeled *educational and informational.*

Literature Review

Much of the research that has been generated and published within the last 15 years has yielded fascinating, provocative, and at times, seemingly contradictory findings. Definitive results and coherent theoretical explanations of the findings are clearly not in evidence (Van Evra, 1990).

In defining what is *educational and informational* television programming for children, this author purports that what has been said needs to be updated and reframed. John Goodlad, one of the country's most respected authorities in education, states:

> When I talk with others about the educational role of television, one person in two thinks I am talking about the use of television to teach and enrich the formal curriculum of educational institutions, as if only then does television teach. Television teaches all the time, even when it informs or entertains. (Goodlad, 1989).

Indeed, the brain processes information all the time. It is the most complex structure known to man, and the least understood. We are sitting on the edge of a new frontier that is exploding with knowledge that questions the basic principles that have historically defined and driven the ways in which we educate students. Educators are only beginning to come to grips with the fact that the human brain digests experience in the same way that we digest food. It is always responding to the complex global context in which it is immersed. How can anyone with even a minimal grasp of the complexities of how human beings process information purport to know and restrict in a definitional sense what is *educational and informational*?

There is a great deal of education and learning that goes on *outside* the classroom. One has to only look at the section of a child's report card that lists social and emotional behavioral characteristics that affects "performance" judged in the classroom: *gets along well with others, works independently, meets school standards for behavior, etc.* (See Appendix A for seven samples of report cards from public, independent and Catholic schools.). Unquestionably, children learn from a myriad of sources in life; television programming offers a wide variety of information from which children can learn.

Adults hold very different *concepts of learning*. Many see learning as just the result of building up separate pieces of knowledge, like bricks in a wall. This view seems to be reinforced by traditional forms of education which test mainly the acquisition of facts. But

to be useful, information eventually has to be applied in some way; this leads to a rather sophisticated conception, and one in which television plays an important role for children. *Children believe they learn a great deal of useful information from television.*

This author believes that the traditional orientation and practices involved in educating young people must be challenged. Society's notion of learning and education need to be expanded. The brain is far from simple. It is not so much that what we are doing in education is right or wrong; it is more a matter of seeing beyond our heavily entrenched mode of doing business (Caine & Caine, 1991). In taking advantage of recent brain research, we understand that children learn from their entire ongoing experience. In many ways content is inseparable from context. Every event embeds information in the brain and links what is being learned to the rest of the learner's current experiences, past knowledge and future behavior. By examining some of the features of brain-based learning, we begin to grasp the factors that should be included in comprehending the depth and breadth of what constitutes *educational and informational* television programming for children.

First, the brain does not separate emotions from cognition, either anatomically or perceptually. In simple language, every human being learns more, and learns more effectively, when they're feeling good. Dr. Lyelle Palmer, director of the Office of Accelerated Learning at Minnesota's Winona State University, points out that a positive learning experience or atmosphere plays the right notes in your brain chemistry and avoids the chemical milieu aroused by anger or failure which hampers learning. He states, "In a state of security and exploration, the brain hums with efficiency and absorbs massive

amounts of information almost effortlessly. Time passes quickly and pleasantly, with a reaction of 'I want more and more of this experience.' At times learning may seem to take place incidentally." (Ostrander & Schroeder, 1994). Unfortunately, most students' perceptions of what is educational conjures up an image of some finger-wagging pedagogical figure saying "Learn, learn, learn!"

Secondly, the actual learning environment should be relaxed and supportive because we know the brain actually *downshifts* under stress and retreats to a more primitive survival mode (Hart, 1983). This restricts the use of the frontal lobes, the thinking neocortex, and in many cases, the mind "goes blank." Students are less able to engage in complex intellectual tasks, those requiring creativity and the ability to engage in open-ended thinking and questioning (Caine & Caine, 1991).

The third brain-based factor that television satisfies is that of creativity. Without seeking to define creativity in detail, we know that it includes boundary breaking or the ability to go beyond standard frames of reference. Dr. Jerre Levy, of the University of Chicago, a woman internationally known for her research in hemispheric differences, states "The brain is made to be challenged. Novelty and complexity light up both hemispheres, grab attention, and lead to greater learning and memory" (Ostrander & Schroeder, 1994). Unquestionably, television programming offers many "magic windows" (Dorr, 1986). It therefore includes both the perception and generation of new patterns (Jelen & Urban, 1988). Creativity is facilitated by autonomy, greater interest, less pressure and tension. (Deci & Ryan, 1987). These are all attributes related to and inherent in watching television.

Related to creativity is the concept of curiosity, which is fundamental to the theoretical constructs of Jean Piaget, a Swiss scholar who studied children's intellectual development. He stressed that children are active and curious explorers who are constantly challenged by many novel stimuli and events that are not immediately understood by them. His view of intelligence is an *interactionist* model, implying that mismatches between one's internal mental schemes and the external environment stimulate a dialectic process of cognitive activity and growth.

Television offers innumerable opportunities that explore a child's natural curiosity. In a larger context, curiosity may be interpreted as a subset of the child's innate search for meaning, or trying to make sense of experience. The search for meaning is survival oriented and basic to the human brain. The brain needs and automatically registers the familiar while simultaneously searching for and responding to novel stimuli (O'Keefe and Nadel, 1978). This ongoing process may also be referred to as problem solving, which television clearly exposes children to in a myriad of ways.

The final point to be made in this literature review is that television programming is naturally learning compatible because it is multisensory in nature. Dr. Marian Cleeves Diamond is Professor of Anatomy and Director of the Lawrence Hall of Science at the University of California at Berkeley. She has made a major contribution to our understanding of the developing brain, particularly in respect to structural changes in the brain as a result of environmental stimulation. She talks about multisensory learning (using two or more sensory channels for taking in information, and television viewing is both visual and auditory). She says, "Multisensory stimulation literally changes the physiology, the

anatomy of your brain. It gives you more capacity, more neural networks that create even more abundant connections. In effect you build a 'bigger' brain, which is one way to cope with snowballing information and problem solving demands (Department of Health and Human Services, 1992).

Methodology

This study utilized focus groups which were led by this author on June 16, 26 and 27, 1995. The composition of the groups was: two groups of educators (both teachers and administrators), one group of 6 to 7-year-olds, one group of 8 to 9-year-olds, one group of 11 to 12-year-olds, and one group of 15 to 16-year-olds. Each group contained both public and independent school representatives from the Washington, D.C. metropolitan area.

Participants were selected from a population of students, teachers and administrators whom this author knew through her educational center, Specific Diagnostics, an organization that has consulted with schools and students for twenty-two years. Lists of possible students, according to the four specified age groups was compiled, and parents were telephoned by an administrative assistant. The reason for the focus groups was explained, and permission was sought from parents of the three younger groups (6's and 7's, 8's and 9's, and 11's and 12's). The older children (15 and 16-year-old) were students presently receiving academic instruction at Specific Diagnostics.

Teachers and administrators were selected on the basis of availability and interest in discussing the subject for this research. They were either part-time employees of Specific Diagnostics (4 out of 16), or teachers and principals with whom this author had previously

worked. Again, the administrative assistant telephoned each participant and explained the nature of the research project.

The total sample population involved 48 participants. The specific breakdown was:

7 - 5 and 6-year-old children
7 - 7 and 8-year-old children
8 - 11 and 12-year-old children
7 - 15 and 16-year-old children
10 - teachers and administrators
9 - teachers and administrators

Each focus group was conducted by this author for approximately one hour.

There was one primary research question: How are the terms *educational and informational* defined by children, teachers and school administrators?

Results

Results are best understood when deconstructed into the four major themes that emerged. They are supported by specific participants' comments.

There was unanimous support for a more broad-based interpretation of what *educational and informational* television programming for children means.

> *"Trying to separate education from entertainment represents a very false dichotomy."* (retired high school principal)
>
> *"I think too often we see entertainment and academic as mutually exclusive, and that's what's going on. Even the world sees entertainment and academic as mutually exclusive and that's why we have such a hard time with what we do and don't want to do, or what has to happen in the classroom. Also, this relates to what is and isn't education outside the classroom."* (middle school principal)

"In some shows there may not be anything obviously educational. If you look for some problems in something like Power Rangers, parents might say, 'Oh, there's violence and beating up each other.' But the other side of it, is that it teaches about good friendships, morals and how to come out on top of whatever happens. It just depends on the way you look at it." (twelve-year-old boy)

"Educational shows mean you learn something from it. Like Sports Center is a good one. It's kinda educational because it helps you learn about different sports, and points and scoring. It helps you know how you know." (six-year-old boy)

"The future is really looking at the people who can create. Using Dr. Howard Gardner's definition of intelligence, we're talking about people who can create, think and change things in their minds and adapt. The definition of education has got to take on a broader dimension." (teacher of gifted children)

"A lot of programs that are intended to be nonacademic have academic qualities, and vice versa." (middle school principal)

"You can't put a slash to separate the terms academic and entertainment. It's the entertainment that holds their attention, and depending on their level and how they process information individually, they're going to get a certain amount of information... academic information from it." (middle school teacher)

"There are a lot of shows that fall in the middle of educational and entertainment." (eight-year-old boy)

Television serves children's *educational and informational* needs with a wide variety of programming.

"You know the show 911? One time there was this show about a deck falling on a kid. Even though it was scary, it taught me to stay away from old houses." (eleven-year-old girl)

"In order to learn, you have to have an open mind... like with extra terrestrials and 'is there another world?' Even though that might not be what your mind is open to... when your mind is open, it allows other ideas to come into your mind to learn." (twelve-year-old boy)

"I think 14 to 16-year-olds watch TV to satisfy some curiosities that they may not want to talk with adults about. Certain programs about dating, the boy next door, etc., and they talk among their peers and come up with solutions." (high school teacher)

"Captain Planet has a political agenda, and it's also ecologically-based. There is a lot of information that can create new synapses in the brain... that's learning!" (elementary school teacher)

"There are those programs that I say are appropriate or educational. But kids will always seek out new things that they are curious about... and curiosity is where education starts. Who am I to act as the filter for that kid's brain?" (teacher of gifted children)

"Most sitcoms have lessons to be learned. Like Fresh Prince of Bel Air and Full House teach stuff about what's right and wrong. Melrose Place and Beverly Hills 90210 have many episodes about not fighting and things like drugs and college life." (sixteen-year-old girl)

"We see things through others's experiences so you don't have to go through the same thing yourself." (fifteen-year-old boy)

"Watching a lot of different programs is like teaching yourself something. You just take whatever you can from whatever you watch. It just depends on what the person brings to the experience." (nine-year-old girl)

Children would rather learn new information from a television program rather than from a teacher.

"Actually, television is just like fundamental learning theory. It's brain compatible because it's multisensory. Kids hear and see information at the same time." (elementary school principal)

"It's more interesting and fun to learn something from television. A little humor won't hurt... and you know teachers!" (eleven-year-old girl)

"Children learn more when they're entertained." (middle school teacher)

"Learning happens more readily for me when I'm entertained. Too often,

> *we separate kids from the rest of the human race; just things 'What do I want? How would I want this information conveyed to me?'"* (middle school principal)
>
> *"I'd rather learn science from a program like Bill Nye the Science Guy. He just doesn't talk and talk like teachers do. He shows you stuff... gets you involved."* (fifteen-year-old boy)

Learning happens incidentally, and many things qualify as learning.

> *"TV provides social models... that's learning. It's a great source of information to help kids know how to navigate social interactions."* (high school teacher)
>
> *"Television builds all kinds of skills. For the child where English is the second language, these kids can naturally pick up on new vocabulary."* (elementary school principal)
>
> *"I learn how funny people can be if you know jokes, and things you can do if you believe in yourself."* (seven-year-old boy)
>
> *"I've probably learned many things from shows like Fresh Prince of Bel Air, but I'm not aware of it. It's kinda like osmosis."* (fifteen-year-old boy)

Discussion

The specific research question that was investigated by this study was, how are the terms *educational and informational* defined by children, teachers and school administrator? It is clear that when you go to those who are responsible for educating children, there is agreement that the terms *educational and informational*, as applied to programming, needs to remain broad-based and flexible. Further, when you go to the source - children - there is no doubt that learning transcends the traditional classroom experience. Repeatedly, children in each of the focus groups said how watching a wide variety of programming

helped them learn about various aspects of their world. They cited many examples from traditionally perceived non-educational shows. What do they learn? Cooperation, models of friendship, what's right, what's wrong, and as one twelve-year-old stated, "Television opens your mind and allows other ideas to come in."

Television thus becomes another vehicle for learning; it teaches subjects not taught in school. If the major goal of education is preparing a child for independence, then television programming must be acknowledged as one player in the learning process. It should not be constrained or defined in the context of traditional, and often times, too narrow an interpretation. There is not necessarily a "right" definition of what is *educational and informational.* The results of this research has broadened the interpretation of what can be labelled *educational and informational* television programming for children.

One last comment warrants examination... especially by the decision-makers who struggle the most with doing what is right relative to qualifying the terms *educational and informational* for children's programming. The findings of this research indicate a far broader interpretation by children, teachers and school administrators, and in fact, it could be that broadcasters have inappropriately narrowed their interpretation of what constitutes the terms *educational and informational.* A variety of program genres were identified as having *educational and informational* aspects. Children and educators repeatedly illustrated that *learning happens incidentally and many things qualify as learning.* Leading researchers on brain-based learning are beginning to explain and connect fundamental principles as they apply to the television experience; it is a natural learning experience.

In a larger context then, we are called upon to expand our interpretation of what

can be labelled *educational and informational.* The definition must be reinterpreted and understood in the context of *how children learn.* Results from this research substantiate their more a broad-based interpretation of what is *educational and informational* programming for children.

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THE SIDWELL FRIENDS SCHOOL

3825 WISCONSIN AVENUE, N. W. • WASHINGTON, D. C. 20016

Name: _____ Grade: K

	Usually	Developing Skill	Support Required
I. **Vocal Skill--sings in tune**	✓		
II. **Instrument Playing** -steady beat -rhythm -improvisation	✓		
III. **Movement** -steady beat -dances/play parties -improvisation	✓		
IV. **Self-Management Skills** -follows directions -participates fully -is attentive to others -displays positive attitude	✓		

Green Acres School | 11701 Danville Dr | Primary Unit Rockville MD 20852

SOCIAL BEHAVIOR

NAME _____ YEAR '94-95 GRADE 1

TEACHERS: _____

	FALL			WINTER			SPRING		
	I	S	U	I	S	U	I	S	U
demonstrates self-confidence			✓						
participates in peer initiated activities			✓						
cooperates in peer initiated activities			✓						
shows consideration for others' ideas and feelings			✓						
participates appropriately in adult directed activities			✓						
uses self-control			✓						
acknowledges responsibility for own actions			✓						
responds positively to guidance			✓						
takes care of own belongings		✓							
helps to care for class materials			✓						
observes school routines			✓						
takes an appropriate amount of teachers' attention			✓						

KEY

Infrequently: behavior is seldom observed
Sometimes: behavior is observed on some occasions
Usually: behavior is observed most of the time

ST. JOHN THE EVANGELIST SCHOOL

SILVER SPRING, MARYLAND 20902

19 94 - 19 95

STUDENT _____ GRADE _____ TEACHER _____

ATTENDANCE

	1	2	3	4	F
Absent	3	2	1	0	6
Tardy	5	1	1	0	7

GRADE EXPLANATION

A	Superior	93 –	100
B	Above Average	85 –	92
C	Average	77 –	84
D	Below Average	70 –	76
F	Failure	Below	70

COMMENT EXPLANATION

S+	Above Average
NO MARK	Satisfactory
I	Improvement Needed
U	Unsatisfactory
NA	Not Applicable

MARKING PERIOD	1	2	3	4	F
RELIGION	B	B	A	C	B
Expresses interest					
Has a positive attitude					
Completes assignments					
Works to ability				I	
Conduct					
READING	B	A	C	B	B
Vocabulary			I	I	I
Oral reading				I	I
Comprehension			I		I
Works well independently			U		
Class participation			S+	S+	
Completes assignments			I		
Works to ability			I		
Conduct					

This grade has 2 reading groups. 1 is the highest group. This student is in group 1.

MARKING PERIOD	1	2	3	4	F
LANGUAGE ARTS	B	C	C	C	C
Uses correct grammar					
Clear expression in written work					
Class participation					
Completes assignments					
Works to ability					
Conduct					
SPELLING	B	C	B	B	B

MARKING PERIOD	1	2	3	4	F
MATHEMATICS	B	C	B	B	B
Knowledge of concepts					
Works accurately					
Class participation					
Completes assignments					
Works to ability		I			
Conduct					
SCIENCE	B	C	B	C	C
Completes activities					
Class participation					
Completes assignments					
Works to ability		I			
Conduct					
SOCIAL STUDIES	A	B	B	B	B
Masters factual information					
Knowledge of concepts					
Class participation					
Completes assignments					
Works to ability					
Conduct					
MUSIC	A	A	A	A	A
Participates					
Completes assignments					
Works to ability					
Conduct					
Liturgy Music					

MARKING PERIOD	1	2	3	4	F
ART	S	S	S	S	S
PHYSICAL EDUCATION	S	S	S	S	S
PENMANSHIP	S	S	S	S	S
ATTITUDES	S	S	S	S	S
Assumes responsibility in group activity					
Gets along well with others					
Respects and obeys authority					
Respects property					
Computer Literacy	U	I	S	S	S

PARENT SIGNATURE

REPORT 1 _____

REPORT 2 _____

REPORT 3 _____

REPORT 4 _____

PROMOTED TO GRADE 5

Student Name: _____

St. Elizabeth's School 1993 - 1994
917 Montrose Road, Rockville, MD 20852

This report card is based on objectives from the Program of Studies. Each child is evaluated on individual attainment of these objectives.

GRADE

	Q1	Q2	Q3	Q4
LANGUAGE ARTS				
READING				
Decoding Behaviors & Strategies				
1. Relates picture to text	S			
2. Associates sounds with letters	N			
3. Uses context clues to decode unknown words	N			
4. Recognizes high-frequency words	S-			
5. Self monitoring - does the child recognize they have made an error?	S			
Comprehension & Response to Literature				
1. Becomes familiar with story language patterns	N-			
2. Predicts what will happen next in a story	S			
3. Can retell the story	S			
4. Responds to literature with questions and/or comments orally or in written form	S/N			
Fluency				
1. Is able to read silently	NA			
2. Recognizes punctuation when reading	S-			
3. Reads with expression	N			
WRITING & SPELLING				
1. Leaves spaces between words	N			
2. Uses knowledge of letter sounds to create "words" - inventive spelling	N			
a.) to use beginning and end sounds of words	S			
b.) to use vowels	N			
3. Uses conventional spelling	N			
4. Uses more correctly spelled words than approximations	NA			
5. Utilizes their personal dictionary	N			
6. Daily Oral Language D.O.L.				
a.) to place periods at the end of sentences	N			
b.) to place capital letters	N			
c.) to locate misspelled words by underlining	NA			
d.) to begin to correct misspelled words with standard spelling	NA			

	Q1	Q2	Q3	Q4
MATHEMATICS				
1. Number sense and numeration	S			
2. Demonstrates the understanding of addition & subtraction	S			
3. Application/problem solving	S			
RELIGION	S			
SCIENCE	S			
SOCIAL STUDIES	S			
ART	S+			
MUSIC	S			
PHYSICAL EDUCATION	S			
WORK HABITS				
• able to organize self and materials for a task	S			
• stays on task	S-			
• listens attentively	N			
• follows oral and written directions	S-			
• works accurately	S-			
• works neatly	N			
• works independently	S-			
• completes classwork on time	N			
• completes homework on time	S			
• cleans up work space	S			
SOCIAL /EMOTIONAL/PHYSICAL DEVELOPMENT ★				
• gets along well with others	S			
• demonstrates self-control	N			
• demonstrates gross motor skills appropriate to first grade level	S			
• demonstrates fine motor skills appropriate to first grade level	S-			
• remains alert throughout school day	N			
• meets school standards for behavior	S			
Attendance Record				
Times Tardy	0			
Days Absent	1			
Days Present	42			

Teacher: _____

Promoted to grade

See back for explanations.

ROCKVILLE, MARYLAND 20850

REPORT TO PARENTS ON STUDENT PROGRESS IN THE ELEMENTARY GRADES 3 - 6

School	No.
SHERWOOD ELEMENTARY	501

Student ID	Grade	Section	School Year
[redacted]	04	40	1994-1995

Student Name and Address

[redacted]

E

[redacted]

ATTENDANCE RECORD AS OF: 03/31/95

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
Absent					2.0	2.5	3.0				7.5
Tardy							1				1

Subjects	Report Period 1st	2nd	3rd	4th	Year Average
Reading Comprehension	B	A	A		
Listening Comprehension	C	B	B		
Writing Process	B	B	B		
Usage/Grammar/Punctuation/Capitalization	B	B	B		
Spelling	B	A	A		
Handwriting	S	S	S		
Speaking	B	B	B		
Mathematics	B	B	B		
• Concepts	S	S	S		
• Computation	S	S	S		
• Application/Problem Solving	S	S	S		
Social Studies	C	B	B		
Science	B	B	B		
Music	S	O	O		
Art	O	O	O		
Physical Education	S	S	S		
Instrumental Music (Elective)	NA	S	S		

Work Study Skills	Report Period 1st	2nd	3rd	4th
• Organizes self and materials for tasks	S	S	S	
• Pays attention in class	S	S	S	
• Follows oral and written directions	S	S	S	
• Stays on task	S	S	O	
• Works independently	S	S	O	
• Works cooperatively in groups	S	S	S	
• Works neatly	S	S	S	
• Completes classwork on time	S	S	O	
• Completes homework on time	S	S	O	
• Shows consideration for others	S	S	O	
• Exercises self-control	S	S	S	
• Meets school standards for behavior	S	S	S	

Supplementary Reports Attached (Check If Applicable)

- English for Speakers of Other Language (ESOL) .....
- Teacher Comments .....
- Other: _____

See Back for Explanations

See Back for Explanation	Report Period 1st Reading	1st Math	2nd Reading	2nd Math	3rd Reading	3rd Math	4th Reading	4th Math
Above Grade Level								
On Grade Level					X	X		
Below Grade Level	X	X	X	X				

_____

Homeroom Teacher's Name

CPS Form 1 4 May 1994 WHS #033

WASHINGTON EPISCOPAL SCHOOL

REPORT TO PARENTS
Grades 5 - 6

Student _____ Grade 6A Year: 1994-95

SKILLS AND BEHAVIOR

Academic Studies			
Key: +=strong, ✓=good, x=needs improvement	December	March	June
1. Attitude and motivation			
a. Works and plays well in groups	✓		
b. Comes to class promptly and is prepared	✓-		
c. Participates with interest in class activities	✓		
d. Accepts suggestions for improvement	✓		
e. Helps others	✓		
2. Work skills and habits			
a. Listens	✓		
b. Works well independently	✓-		
c. Completes work promptly	✓		
d. Works neatly and carefully	✓		
e. Accepts responsibility for homework	✓-		
f. Follows directions	✓-		
g. Works satisfactorily on computer	✓		
3. Conduct			
a. Respects teachers, classmates and others	✓		
b. Observes school regulations	✓		
c. Displays appropriate classroom behavior	✓		
d. Cares for school materials and property	✓		

Enrichment Subjects	Term	Art	Computer	French	Recorder	Music	P.E.
Consistently prepared for class	1	✓	✓+	✓		✓	✓
	2						
	3						
Participates fully in program	1	✓	✓	✓		✓	✓
	2						
	3						
Exhibits positive attitude and behavior	1	✓	✓	✓		✓	✓
	2						
	3						
Teacher		~~Dinsmore~~/ Miller	Mrs. Boynton	Mme. Reeves	Butler/ Muir/ Puckett	~~Muir~~/ Puckett	Isola/ Poston

ATTENDANCE	Term 1	Term 2	Term 3
Absent-excused	0		
Absent-unexcused	0		
Tardy	0		

SHERIDAN SCHOOL

Student Name	
Grade: Kindergarten	Year:

Period from ____ ____ to ____
Number of School Days 55
Days Absent 10 Days Tardy 4
Accumulated Days Absent 10
Accumulated Days Tardy 6

Asks for help when needed	U
Concentrates	NI
Works independently	NI
Listens to and follows directions	NI
Completes work neatly and in an organized manner	NI
Completes work in a reasonable amount of time	U
Makes good use of free time	C
Respects authority	C
Uses self-control	U
Plays with peers	C
Listens to peers	C
Follows classroom rules	C
Accepts responsibility	NI
Cooperates and shares	U
Respects the rights of others	U
Accepts constructive criticism	U
Respects school property and that of others	C
Deals effectively with frustration	C
Participates constructively	U
Shares and takes turns	U
Contributes ideas	C

C = Consistently U = Usually NI = Needs Improvement

Recognizes most uppercase letters	SC
Recognizes most lowercase letters	P
Writes alphabet	P
Recognizes most initial consonants and their corresponding sounds	P
Forms letters properly	SC
Writes letters without reversals	SC
Expresses ideas on paper using invented spelling	P
Recognizes numbers 1-20	SC
Counts numbers 1-20	SC
Writes numbers 1-20 without reversals	P
Understands most basic concepts	SC
Demonstrates higher thinking skills using classroom manipulatives	SC
Uses pencil correctly	SC
Uses scissors correctly	P
Colors carefully	P
Draws at age appropriate level	P

O = Outstanding
SC = Shows Competance
P = Progressing but needs additional time and support

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PROFESSIONAL OBJECTIVE

To perfect a diagnostic and prescriptive educational model that enables all children to learn.

EXPERIENCE

Founder/President: Specific Diagnostic Studies, Inc., Rockville, Maryland. A full educational service learning center providing psycho-educational testing, admissions testing for independent schools, prescribing individualized programs based on assessment, study skills groups, SAT preparation, and private school counseling. Ages of clients range from 4 - adult. Supervise staff of fifty professionals. 1973-present.

Curriculum Writer: Research and develop curriculum on memory for training teachers and their students. Work is being supported by the Constructivist Foundation and course accredited by the State of Maryland. 1983-present.

Author and Publisher: SOS, Strengthening of Skills study skills program for teachers of student in grades 5-13. Focus on listening, notetaking, memory, time management, test-taking, and learning styles. Listening cassette and teacher training video accompany this program.

Educational Diagnostician: Montgomery College, Rockville, Maryland. Developed diagnostic testing program for new Learning Disabilities Center; administered tests of performance and aptitude to pinpoint student's academic strengths and weaknesses; prepared written evaluations and communicated results with student, parent, counselor; designed and wrote individual education plan; supervised "mainstreamed" students; acted as liaison with regular faculty regarding specific students and course/material adaptations; trained, assigned and supervised tutors; developed in-service programs for college faculty. 1978-1979 and 1993.

Teacher: Specific learning disabilities, Montgomery County Public Schools, Rockville, Maryland. Administered normed tests to plan individual learning programs for children from grades K through 6th: taught in a self-contained classroom; supervised aid, student teachers, faculty education workshops. 1969-1973.

OTHER PROFESSIONAL ACTIVITIES

1993-present: educational consultant for National Empowerment Television.
1992: wrote and appeared in learning styles video for National Association for Elementary School Principals.
1989: selected by National Association for Secondary School Principals for participating in select panel for PBS filming of "Critical Issues in Education".

Organized and moderated network of professionals working with learning disabled adults in the Washington metropolitan area. Contributed to Campus Access for Learning Disabled Students, A Comprehensive Guide.

Selected as subject for a chapter in Teachers in New Careers: Stories of Successful Transitions by Frances Bastress, (Carroll Press, 1984).

Present numerous speaking engagements for private and public schools' P.T.A.'s, faculty's in-services, and local and national professional associations, such as National Association of Elementary School Principals, National Association of Secondary Principals, Association for Supervision and Curriculum Development, National Association of Independent Schools, International Reading Association, etc.

Selected as special educator to represent Montgomery County in Japanese Education Convention.

Participated in television program on the learning disabled adult, identification and specific workable strategies on Channel 7 "Seven on Your Side."

Wrote and appeared in five part series filmed by WTTG-Channel 5, "Is This Your Child?" Nominated by Metromedia in 1976 as year's outstanding educational documentary.

Appeared as a guest on Channel 5's "Panorama" for Mental Health Week to discuss learning disabled children and adults.

Nominated and accepted by Montgomery County Journal, "Woman With A Purpose."

Developed research proposal accepted by Easter Seal Foundation, San Francisco: Program for developmental recreation for neurologically impaired children.

Coordinated local chapter of professionals dealing with the learning disabled adult as a member of the President's Committee on Employment of the Handicapped.

Dealt with higher education for learning disabled students as the Associated chair on panel for the National Council of Teachers of English.

EDUCATION

Ph.D., Education, 1994, Walden University, Minneapolis, Minnesota

M.Ed., Special Education, 1976, University of Maryland, College Park, Maryland.

B.A., Special Education, 1969, University of Maryland, College Park, Maryland.

PROFESSIONAL ORGANIZATIONS

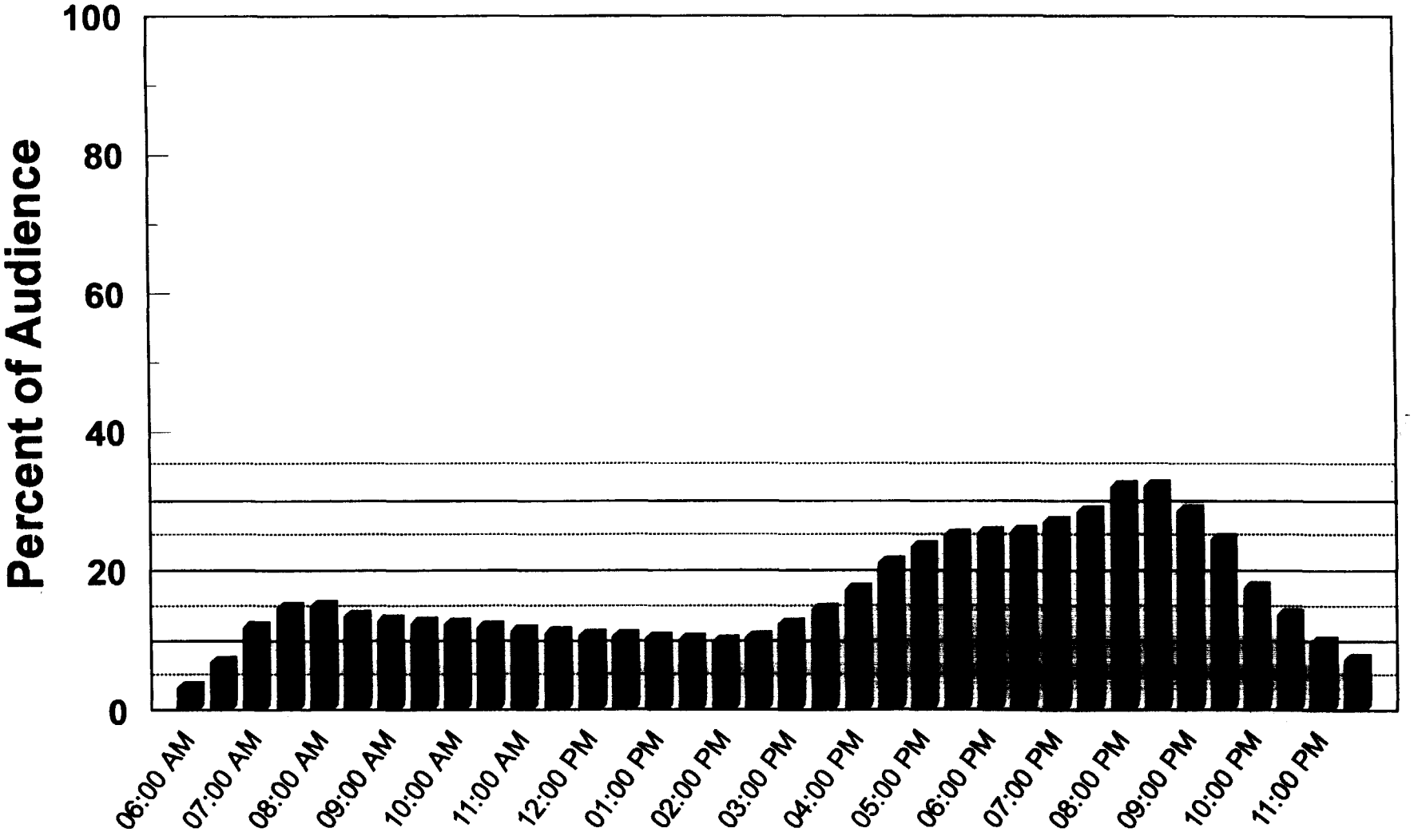
Association for Supervision and Curriculum Development (ASCD)
Society for Accelerated Learning and Teaching (SALT)
Association for Children with Learning Disabilities (ACLD)
National Association of Secondary School Principals (NASSP)

ATTACHMENT 5

Kids 2-11 Television Viewing

Percent of Kids Viewing of All Children 2 - 11

Weekdays Monday - Friday



Source: Nielsen Peoplemeters, 4Q'94